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ABSTRACT

A project developed an educational model to deliver academic remediation services to small businesses at a cost-effective rate by using a lead instructor and volunteer assistants. The first step was planning and implementing the tutor training segment. The class and accompanying manual were developed, and tutors were identified and trained in a 2-hour class. Simultaneously, the preemployment class and accompanying manual for students were being produced. A telephone survey of 24 businesses obtained information about businesses' basic skills needs, employment qualifications, and desired worker attributes. Student skills and employment interests were assessed using the Test of Adult Basic Education, General Educational Development (GED) Entry Survey, and COPS II Test. The preemployment class was offered to migrant clients nearing the end of GED or vocational studies and preparing to enter the job market. The lead instructor visited work sites, met with students and supervisors, and updated individualized educational programs. Trained volunteers were responsible for day-to-day program implementation. (Appendixes to the seven-page report include the following: correspondence and publicity materials; tutor training class lesson plans; tutor training workshop pre- and postassessment and evaluation; telephone survey; students' survey of needs; preemployment class lesson plans; certificates; preemployment class pre- and postassessment and student evaluation summaries; and evaluation forms.) (YLB)

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ED 372 287

NATIONAL INSTITUTE FOR LITERACY

BASIC SKILLS AND JOB RETENTION

Project Number X257A 20071

Final Report
January 30, 1994

SEMINOLE COMMUNITY COLLEGE
Adult Education Program
Sanford, Florida

CE 066 518

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ABSTRACT

According to statistics, small firms, those with fewer than 50 employees, employ 57 percent of the American work force. Of that percentage, 40 percent, more than 10 million workers, have trouble with the basic skills needed on the job: reading, writing, mathematics, and problem solving. These small businesses seldom have the resources to provide academic remediation for their employees, and the numbers of employees needing the training are not enough to justify offering the traditional federally/state sponsored literacy classes on site.

The goal of this project was to develop an educational model to deliver services to small businesses at a cost effective rate by utilizing a lead instructor and volunteer assistants. One teacher was assigned a "class" that spread out over several workplace locations with one or two students at each site. The Lead Instructor's responsibility included visiting the work sites and meeting with students and supervisors and updating their individualized educational programs. Trained volunteers were responsible for implementation of these programs on a day-to-day basis.

The project was coordinated by two Seminole Community College areas: the Adult Basic Education (ABE) Program and the Adult Migrant and Seasonal Farmworker Program. The ABE Program provided basic and functional literacy instruction. The Migrant Program assisted clients who had left farm work and were transitioning to mainstream employment. The businesses to be targeted for demonstration purposes were those employing clients sponsored by the Migrant Program.

METHODOLOGY

The Tutor Training Segment

The tutor training segment of the project was first step was to be planned. Research materials were accumulated and knowledge about training methods and workplace instruction was amassed. Data on teaching adults was garnered from William Draves book *How to Teach Adults*. Statistics were compiled from the US Department of Labor Employment & Training Administration's book *Beyond the School Doors*. Another source of information that was modified for use in the tutor training segment was the *Mentor Manual, Performance-Based Diploma Program* from the School District of Indian River County, Vero Beach, Florida.

One source that proved invaluable in planning the workplace tutor training class and tutor manual was the three day Workforce Literacy Task Analysis Workshop (provided by Adult Education Act 353 funds awarded to the Florida Literacy Coalition and directed by Dr. Lucy M. Guglielmino). Presented by Linda Mrowicki, Director of the Workplace Education Division of the Center-Resources for Education in Des Plaines, Illinois, the workshop concentrated on using adapted workplace materials as teaching tools for literacy skills.

Another source that was used in developing the tutor training system and tutor manual was the Seminole Community College Learn To Read Tutor Training Workshop. SCC is fortunate to have a strong tutor training program for volunteers wanting to help adults learn to read. Every Learn To Read volunteer is enrolled in a nine hour training program. Volunteers are taught skills to teach low level or nonreading adults how to read. Using Laubach materials, volunteers learn to teach vocabulary development, phonic analysis, reading comprehension, and writing skills to low level or nonreading adults.

In order to get first hand experience in training volunteers and to enhance their own literacy instruction skills, the Lead Instructor attended the nine hour Learn To Read Tutor Training Workshop. To gain the benefit of an additional presentation style, the project's Administrative Assistant attended 12 hours of tutor training presented by the Greater Reading and Writing Skills (GROWS) Literacy Program in neighboring Orange County. Becoming certified volunteer tutors proved helpful in designing the tutor training class and manual. Additionally, because the program gives volunteers a solid background in literacy instruction, the decision was made to make the Learn To Read Tutor Training Program a prerequisite for volunteers wanting to be a part of the workplace tutoring system.

With all research compiled, the tutor training class and accompanying manual (see enclosed "Getting Ahead and Staying There Workplace Literacy Tutor Manual") were developed.

The emphasis of the Learn To Read Tutor Training Program is teaching low level and non-reading adults to read. The workplace tutor training class would build on skills tutors learned in the Learn To Read Tutor Training Program. The workplace tutor training class would include skills for teaching *workplace* literacy accentuating teaching workplace terminology, reading and writing memos, reading instructions, deciphering charts and graphs and time sheets, etc. The additional training would also familiarized tutors with the employed adult learner, small businesses, and teaching techniques and strategies for the workplace. The manual was developed to be a hands-on resource for tutors to use as needed. The two hour class would expand on information in the manual.

With the development of the tutor training system well underway, the next step was to identify tutors who had completed SCC's Learn To Read Tutor Training Workshop who wanted additional training to become workplace tutors. A "Call for Workplace Tutors" (Appendix A) flyer was developed and mailed to those tutors who had not yet been assigned a literacy student and who were available for daytime tutoring. Fifty percent of the literacy tutors that were contacted responded favorably. This was double the amount of tutors needed, but training was offered to all who wanted to participate. The additional tutor training was beneficial to tutors as they taught employed students in the Learn To Read Program.

Notice of the Tutor Training Workshop for Workplace Education was mailed to all responding volunteers (Appendix A). The two hour training class was fast paced with an abundance of information dispersed (Appendix B). In retrospect, a three hour training class would have been more relaxed and would have given the volunteers more time to practice sample lessons and ask questions. Evaluations (pre- and post-class evaluation and class/instructor evaluation [Appendix C]) were completed .

The Preemployment Class

Simultaneously, as the tutor training system was being developed, the preemployment class and accompanying manual for students were also being produced (see enclosed student manual "Getting Ahead and Staying There").

Research was begun to obtain information about businesses' basic skills needs, qualifications for employment, and attributes desired in workers. A telephone survey (Appendix D) of 24 businesses was compiled. Four questions were asked of the person responsible for the hiring process in each company. Depending on the size of the business, the project personnel talked with personnel directors, office managers, and business owners. The interviewee was asked to base his/her reply to the four questions on the company's hiring practices for an unskilled position, i.e., assembly work, drivers, file clerks, fast food workers, etc. Knowing what

businesses looked for when hiring a worker helped in planning the preemployment class.

Information was also gathered about the SCC Migrant Program students who would participate in the project. Information to determine the skills levels of each potential student, each student's career interest, and each student's perception of the need for preemployment training was compiled.

To determine student skills level, two tests were used: the Test of Adult Basic Education (TABE) and the GED Entry Survey.

(The GED Entry Survey is an informal, in-house test. It is given to all students entering the Seminole Community College GED Program to appraise English, reading, and math skills proficiency. Based on the results of the survey, an individualized program of study is developed to reinforce weak skills or teach skills that are lacking. Although the Entry Survey is not an official, normed test, GED instructors have found that if a student scores eighty percent or higher on each of the three parts of the survey, success on the GED Tests is almost assured. A correlation between TABE and Entry Survey scores has not been established.)

TABE and Entry Survey scores were recorded for each migrant client scheduled to participate in the preemployment class.

TABE scores for the migrant clients were:

	Average	Low Score	High Score
Reading	7.25	2.2	12.9
Math	6.2	2.3	9.7
Language	5.7	1.8	12.9

GED Entry Survey scores (based on 100 percent) were :

Reading	57.5	30	85
Math	45	15	80
English	55.4	40	70

Scores on the TABE and the reading section of the Entry Survey gave insight as to the level the preemployment handbook would be written.

The second tool was used to assist participating students in gaining insight into his or her employment interest. The COPS II Test (published by EdITS) was administered, under the direction of Seminole Community College's Testing and Assessment Center, prior to each of the

four preemployment classes. Interpretation of the test results was presented by the director of the Testing and Assessment Center during the second class session.

The third tool was used to give the project administrators (Lead Instructor and Administrative Assistant) insight into the students perception of need for preemployment training. A survey (Appendix E) was given to the eleven students who were enrolled in the migrant program in December. The survey gave the project administrators a clear picture of the students' reading and writing abilities and their business acumen. Results of the survey made apparent the need for employability, interview, and work ethic skills to be included in the preemployment class. In addition, the need for simple, work specific writing and reading exercises was also recognized.

The preemployment class (Appendix F) was planned around those needs. It was offered to those migrant clients who were nearing the end of their GED or vocational studies and preparing to enter the job market. The class met one hour each day, four days per week for four weeks. Each student was given a handbook and was assisted in completing the exercises. By the third week of class, each student had been assisted in preparing a professional looking resume and reference list. Mock interviews were video taped, viewed and critiqued.

Three guest speakers were included in the class framework. Dr. David Glaize from SCC's Testing and Assessment Center explained the COPS II test results and spoke on goal setting. Calvin Donaldson from Job Service of Florida explained the services offered by Job Service. Elnora Gilchrist, Coordinator of the SCC Migrant Program, spoke on work ethics.

Two class sessions were spent in the SCC Career/Placement Center. Students were taken on a tour of the Center, then given time to investigate specific careers based on the results of their COPS II tests. The Jobs Available section of the Center and the computer programs Discover and Choices were demonstrated. Throughout the preemployment class, students were encouraged to return to the Center on a regular basis to keep abreast of and apply for available jobs.

Each student completing the preemployment class was awarded a certificate of completion. Those demonstrating outstanding effort and excellent attendance during the preemployment class were awarded a certificate of excellence (Appendix G).

A pre and post class assessment (Appendix H) was given each class member to determine the impact of the classes. An evaluation (Appendix I) of the preemployment class and instruction was also completed by class participants.

Student Support System

Some of the reasons for migrants' poor job retention are difficulties with child care, transportation, low basic skills, and/or difficulty adjusting to employment in the business world (in contrast to field work). A support system was established to give migrant clients as much backing and encouragement as possible (Appendix J).

Counselors in the Migrant Office were responsible for assisting clients in obtaining employment. They also assisted clients in finding child care, transportation, housing, class schedules or solving problems pertaining to daily living or education that would hinder job performance.

The project administrators were responsible for assisting clients with employment related issues such as understanding job-related materials, resumes, practicing interview skills, and tutoring for job-related tests required by a new employer.

Tutors were charged with assisting the newly employed migrant client in learning skills that the employer required for productive employment. Records of each encounter were kept on the Tutoring Record sheet.

The employer was responsible for assisting the newly employed migrant client with any work related training and problems that might arise.

On The Job Tutoring

The economic conditions in Seminole County, as throughout the nation, took its toll on finding employment for many of the migrant clients. When jobs were available, competition for those jobs was intense. Many highly qualified job seekers were accepting jobs that normally would have gone to those less skilled.

The migrant clients who were fortunate in obtaining employment were those with good basic and work related skills. Employers were pleased with the work their new employees were producing; therefore, basic skills training was not needed. None of the students participating in the project who were successfully employed needed basic skills training.

Early in the project before tutors were trained or the preemployment class was developed, a day care worker was assisted by the Lead Instructor. The newly employed migrant client, a foreign-born worker, needed assistance with English vocabulary as she read and learned the day care center's policies and procedures manual.

Nearing the end of the project, three of the trained workplace tutors were assigned to teach twelve Haitian workers at a local nursery. The workers were having difficulty communicating in English and understanding workplace terminology. The three tutors have been successfully working with the Haitians at the nursery for four months.

In addition, the Lead Instructor was asked to teach workplace skills to a class of nine at a local electronics assembly plant. The needs at the plant included teaching English to four foreign-born line workers, teaching writing skills to two supervisors, and teaching basic math skills to three assembly line workers. Instruction at the assembly plant is continuing with the use of tutors as needed.

The workplace project will continue to be a part of the ABE Program at Seminole Community College. SCC has developed an excellent working relationship with many government agencies and businesses throughout the county. Many of these businesses/agencies contact the ABE Program when a need for basic skills training arises. As the economy improves, more workers will be hired. The Migrant Program is committed to assisting clients seeking employment, the preemployment class is established and will be managed by the Migrant Program, and more tutors will be trained to provide support for the workplace as needed.

Additional Information

Appendix K contains a form that was used to track employment progress of each project participant. Also included in Appendix K is a lesson plan that was developed for one of the program participants.

APPENDIX A

A CALL FOR TUTORS
for Workplace Literacy

The Seminole Community College Adult Education Program is involved with a research project funded by the National Institute for Literacy in Washington, DC. We need tutors to help with the project. Let me explain.

Objective of the Project

One of the objectives of the project is to develop a tutor training system for workplace literacy. Many times unskilled workers have difficulty retaining employment because they lack the necessary basic skills (reading memos, charts, or forms; computing time cards or order forms; deciphering schedules; counting change, etc.) to function effectively in the work force. Tutors will be trained, then assigned for a short time, to work with newly hired migrant clients at the work site. Most of the new employees will have a fifth to eighth grade reading level.

How Much Time is Involved?

A two hour training session, scheduled for the end of May, will build on your Laubach training and tailor your skills for **workplace** literacy.

The time spent on the work site will be determined by the needs of the new employee. The emphasis will be to strengthen the new employee's skills as quickly as possible.

Tutoring schedules will be assigned on an as needed basis until the project ends in October. Scheduling will be flexible; we will be able to work around your and the employer's commitments.

All lessons will be developed and ready for you to present.

Why Do We Need Tutors?

Since research is a part of this project, statistics must be gathered and evaluations must be compiled. You will be asked to complete an evaluation form for the tutor training manual and the class, and complete an evaluation form for the assistance you gave the student.

What is the Pay?

Although the pay for this project is not guaranteed to make you monetarily rich, the time spent learning to teach workplace skills and working with your assigned student will enrich your life! You will be paid $5.20 per hour for the training class, tutoring sessions (plus approximately fifteen minutes evaluation time per session), and $.20 per mile for travel.

Will this affect my tutoring in the Learn to Read Program?

If you are currently working with a student, we will work around your hours. If you are currently waiting for a student, it will not hinder your chances of getting a student. Hours can be adjusted.

May I Call For More Information?

SURE! Call Carolyn Straw, Ruth Reis, or Agnes Golda. We'll be glad to answer your questions.

Winter Park/Sanford	323-1450	Ext. 650 or 642
Orlando	843-7001	Ext. 650 or 642

If you would like to be a part of this project, please call Carolyn, Ruth, or Agnes.

TUTOR TRAINING WORKSHOP

for

WORKPLACE EDUCATION

Tuesday, June 8, 1993

9:00 - 11:00 AM

Room B-119

Thank you for your interest in Workplace Education. At the workshop on June 8, you will be given information that will build on your Laubach training and tailor your tutoring skills toward the workplace.

During the two hour Tutor Training Workshop, you will:

- learn more about the adults with whom you will be working and their learning styles
- learn the difference between functional, academic, and workplace education
- learn teaching techniques for the workplace
- learn some workplace "lingo"
- experience teaching a lesson to a "new employee"

We are glad you have chosen to be involved in the workplace project. We look forward to meeting you at the workshop on June 8th and working with you.

Feel free to call either Ruth or me if you have any questions.

323-1450 Ext. 650 Sanford/Winter Park
843-7001 Ext. 650 Orlando

APPENDIX B

TUTOR TRAINING CLASS
LESSON PLANS

Originally developed with funds provided by
The National Institute for Literacy
as part of the
Seminole Community College
Basic Skills and Job Retention Project

An Equal Access/Equal Opportunity Community College

OVERVIEW OF NATIONAL INSTITUTE FOR LITERACY

Established by the National Literacy Act of 1991. Authorized to:

- Assist Federal, State, and Local agencies, businesses, and labor organizations with objectives and strategies to develop and implement literacy policies.
- Provide program assistance, training, and technical assistance for literacy programs.
- Collect and disseminate information on literacy methods that show promise.
- Review and make recommendations regarding standards for literacy-related program effectiveness.
- Conduct research and demonstrations on literacy in adult basic education, workplace, and family literacy.

Presently the National Institute for Literacy's emphasis is to develop a database of literacy practices to facilitate information exchange.

OVERVIEW OF GRANT

(Correlates with page 1)

Small Businesses

- Too few employees for instructor/classroom format
- Too little money to pay for basic skills training

Migrant farm workers

- Migrant Program has had a good record in meeting its goals for placing migrant clients
- Newly employed migrant clients have poor job retention record

Grant assist small business owners and migrant farm workers desiring to leave farm work

- Migrant counselors recruit clients who qualify for assistance through the Adult Seasonal and Migrant Farmworker Program
- Clients are placed in GED class (if high school diploma is needed), vocational training, or employment
- Clients will participate in preemployment class, look for employment with the assistance of Migrant counselors, accept employment
- Lead Instructors (project administrators) works with new employer to determine basic skills needs of the new job, then plans lessons accordingly
- Volunteer tutors teach basic skills lessons to newly employed migrant client

Emphasize highlights of page 1

THE ADULT LEARNER

(Correlates with page 2)

"Assumptions About Adult Learners" adapted from Dr. Wayne Schroeder, Florida State University

- Adults are all unique individuals who have had a variety of experiences. Adult are self-directed and are less likely to accept mandated answers because of their vast range of experiences.
- Adults want to use what they learn immediately--their perception of time is much different than that of non-adults.
- Adults choose education and are not, for the most part, mandated to attend school.
- The adult has many responsible life roles--spouse, parent, worker, community member. These roles require continual, complicated decision-making skills; therefore, adults have different expectations of what is to be learned. It must be relevant to their needs.
- Adults may be fearful of experiences that reduce their status as an adult. They do not like to fail, especially in front of others.

Emphasize highlights of page 2

THE MIGRANT FARM WORKER

(Correlates with page 3)

Growth of Seminole County

- Bedroom community for the Orlando area; farmland is more valuable as real estate than farmland
- Many migrant workers are not as qualified to enter the business world as non-migrant workers
  - lack business etiquette; promptness; dependability
  - lack skills--reading, vocational, life skills; limited background knowledge

Emphasize highlights of page 3

THE SMALL BUSINESS

(Correlates with page 4)

What is a small business?

- They employ less than 250 workers--most in Seminole County employ one to 50 workers
- Requires a great deal of planning to get started; even more issues to face on a day to day basis
- Operates on a shoestring; hires the best he can; must compete with mid- to large-size businesses for personnel, business, product development, and recognition
- Owner has many roles: CEO/President, salesman, human resource manager, financial officer, and trainer

Emphasize highlights of page 4

THE ADULT EDUCATOR

(Correlates with page 5)

Encourage tutors <u>not</u> to say, "Do you understand?" It is too easy to say "yes" to that question. Say, "Tell me in your own words..."

Emphasize highlights of page 5

YOUR ROLE AS TUTOR

(Correlates with page 6)

Discuss each point (1-8)

- Point 4: If your student is upset about something that happened on the job, say, "You seem to feel very deeply about this matter." NEVER, NEVER get involved with the problem. NEVER go between your student and his/her boss.
- If student is talking of quitting, show him/her how to list the pros and cons of quitting
- Suggest <u>methods</u> for resolving conflict (talk with boss, talk with manager, don't go into discussion angry, be open-minded.) NEVER offer a solution for conflict.

TEACHING STRATEGIES

(Correlates with page 7)

How to get your point across

- If you don't have the student's attention, the information you want to share will go on deaf ears.
  - Ask questions
  - Make "teaser" statements, i.e., newscaster, "Coming up: $10,000 waste at the courthouse."

- Use photos, pictures, draw symbols to relate new material. The more colorful the better.
  - A picture is worth a thousand words.
  - Use mnemonic devices to help a student remember words or concepts.
- Be sure you teach your lessons in a logical, orderly manner. Your lessons will be developed in a structured manner--as much as possible stick to that order.
- Ask for feedback often. "Tell me in your own words how you think this should be done." "What does this word mean?" "How does it apply to your work?"

THE LANGUAGE OF ENCOURAGEMENT

(Correlates with page 8)

Encourage your student often

- Sometimes the words "good," " great," " terrific," etc. can be overused and if overused and they become meaningless.
  - If you sense that your student would rather be someplace other than sitting with you learning "stuff", use statements that will convey your acceptance of him/her (see page 8).
  - Show that you have confidence in your student by using phrases such as .. (page 8)
  - Sometimes your student will think he/she has not made progress. He/She will be discouraged. Use "effort and improvement" phrases to point out the effort or the progress that has been made (page 8)
  - Many of our students seldom hear words of encouragement or support. Self fulfilling prophecy. Share the success story of a student.

LEARNING STYLES AND THE ADULT LEARNER

(Correlates with page 9)

Learning Styles

- A sensing person prefers a step-by-step instructional approach where an intuitive person prefers a global picture of a lesson. If you happen to be an intuitive person who can grasp a concept by just skimming the book, it would be quite difficult for the sensing person to learn the lesson in the same manner.
- A perceptive person prefers variety and change; a judging person prefers structure and predictability. Don't change your meeting time or location when you know you are teaching a person that has judging traits.
- You don't have to learn all these traits, nor worry about your lesson presentations. It is helpful to be aware of these personality differences in case you are struggling with your student and it seems he/she is not understanding the lesson. Approach the lesson from another angle.

THREE TYPES OF LITERACY

(Correlates with page 10)

What do you think of when you hear the work "literacy?" Describe the person you think of as being illiterate.

- Someone can be very adept at handling everyday life, yet not read well.
- Someone can have a good job, know that job backwards and forwards, but not be able to take care of everyday bills at home.
- Some people may read at a high level, have an impressive vocabulary and good writing skills, yet day-to-day procedures really stump them (all brains and no common sense).

In addition to the various types of literacy, be aware that there are degrees of literacy also, i.e., aliterate, marginally literate, etc.

WORKPLACE LINGO

(Correlates with page 11)

How much workplace lingo do you know? Work with a partner to complete page 11.

Answers:
CBT - Computer Based Training
Cross Training - Training in more than one job
Employee Involvement - Use of suggestion system
Functional context - Actual material, reasons, on the job skills that are used
HR-HRD-HRM - Human Resource (Department, Manager)
JIT - Just In Time
Line workers and staff workers - Production - Administration
Literacy audit - discover what basic skills are already present
MSDS - Material Safety Data Sheet
Needs Assessment/Needs Analysis - Testing to see what is needed to improve the workplace
OD - Organizational Development
P&L - Profit and Loss
Pay for Skills - Money for certain skills (certified performance)
Performance Improvement - Improved performance
Problem-solving - Using "formal" structure to solve problems
Rework/scrap - Redo/throw away
Self-directed work team - Independent and empowered work team
SPC - Statistical Process Control
T&D - Training and Development
TQM - Total Quality Management
Vendor - Person who sells the company raw materials
Work cell - From conception to finished product, team works in one location (Chrysler LH cars)

YOUR FIRST MEETING

(Correlates with page 12)

Emphasize the importance of reviewing meeting hours, place, names, etc.

SAMPLE LESSONS

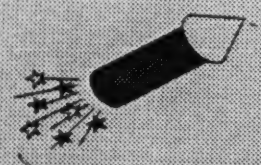
(Correlates with pages 13-15)

Explain that lessons will follow the format on pages 13-15.

- Divide volunteers into three groups. Assign a page number and a workplace scenario to each group. Practice planning and presenting the lesson.

APPENDIX C

GETTING AHEAD
...AND STAYING THERE



Workplace Literacy
Tutor Training Workshop

Workplace Education
Tutor Training Workshop

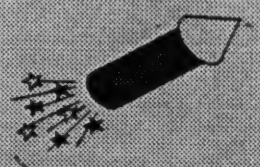
Pre-Class Assessment

My background is in:
- 4 Business
- 2 Education
- 1 Medical
- 1 Technology
- 3 Other

Some volunteers have varied backgrounds

	Extensive	Average	Limited
My experience teaching/tutoring in an educaitonal setting is:	2	1	6, 7, 5, 3
My knowledge of the migrant farm worker is:	1	3, 4	
My understanding of workplace basic skills is:			
My knowledge of teaching/tutoring techniques is:			
I am familiar with the differences between teaching children and teaching adults.	1, 2, 1	7, 3, 4	3, 3
I am familiar with problems confronting small businesses.			
I feel prepared to teach basic skills in the workplace.			

GETTING AHEAD
...AND STAYING THERE



Workplace Literacy
Tutor Training Workshop

Workplace Education
Tutor Training Workshop

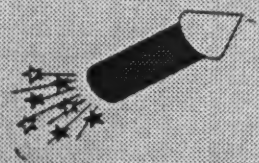
Post-Class Assessment

My background is in:
- 4 Business
- 2 Education
- 1 Medical
- 1 Technology
- 3 Other

Some volunteers have varied backgrounds

	Extensive	Average	Limited
My experience teaching/tutoring in an educaitonal setting is:	2	-	6
My knowledge of the migrant farm worker is:		8	
My understanding of workplace basic skills is:	2	6	
My knowledge of teaching/tutoring techniques is:	2	6	
I am familiar with the differences between teaching children and teaching adults.	3	5	
I am familiar with problems confronting small businesses.	3	5	
I feel prepared to teach basic skills in the workplace.	3	5	

GETTING AHEAD
...AND STAYING THERE



Workplace Literacy
Tutor Training Workshop

Workplace Education
Tutor Training Workshop

Evaluation

	YES	NO
The instructors were knowledgeable of subject area.	8	
The instructor's delivery was appropriate.	8	
Information presented will be useful when I tutor my first student(s).	8	
Handouts were informative.	8	
The workshop prepared me to tutor in the workplace.	8	1*
Audio visuals were clear and appropriate.	8	
Length and timing of workshop was sufficient.	8	1*

* one volunteer marked two answers

APPENDIX D

TELEPHONE SURVEY OF BUSINESSES

The Adult Education Department at Seminole Community College is compiling a survey for a preemployment class for some of our adult education students. We need your input so that the class will be tailored to the needs of businesses. May I ask a few questions about the employment process in your company?

Let me preface my questions by letting you know that we are interested in information on workers who would qualify for jobs such as assembly work, drivers, file clerks, department store sales associates, fast food workers, etc.

1. For this type of worker, what requirements do you have in the way of education, skills or prior knowledge?

Response:

- nine indicated that a high school (or equivalent) diploma was a requirement for employment
- one preferred (but not required) employees to have a high school diploma
- twelve indicated that a diploma was not required
- two employers required workers to have sufficient math skills to perform the job
- fourteen indicated that they either prefer or require workers to have previous job-related experience
- nine employers said no experience was necessary
- one stated that the more education an applicant had, the better

2. For this type of job, is there any material that needs to be read on a regular basis--such as safety manuals, instructions, memos, etc.? Or are there any charts, reports or memos that the employee would need to write?

Response:

- two required the ability to read general reading material
- four required the ability to read job specific information
- three required the ability to write, i.e., production charts, "move" tickets
- one required good reading comprehension skills in order to follow directions precisely
- one required good grammar skills for clerical work
- five had no requirements for reading or writing ability
- nine either did not know or did not answer

3. Could you tell me what two or three traits or characteristics would lead you to hire one candidate over another?

Response:

- dependable (17)
- get along with others/lend a hand (9)
- appearance/cleanliness (7)
- interest/look alive (5)
- responsible (3)
- punctual (15)
- overall demeanor (7)
- attitude (6)
- ability/drive (4)
- adaptable (3)
- communication skills, stable, common sense, motivation, honest (2 each)
- detail oriented, career oriented, grow with company, hard worker, self esteem, transportation (1 each)
- one company stated that the applicant is observed while walking in from the parking lot

4. What are some of the most important work ethics in your business?

Response:

The same words were used in response to question four as were used in response to question three (above).

APPENDIX E

Student's Survey of Needs for Preemployment Training

What kind of jobs have you held?

Farmwork (3), nursing (2), housekeeping (2), assembly (3), home health aide, machine operator, cook, cashier (3), sewing operator, stocking, child care, Wendy's, pharmacist

Have you ever completed an employment application?

Yes (9) No (2)

What would have been helpful to know before completing the application?

- None
- What kind of benefits
- What they wants in all (sic)
- Qualifications
- No answer (3)
- How much experience is needed
- Do and don'ts
- What's the salary
- I don't no (sic)

Have you ever interviewed for a job?

Yes (9) No (2)

What would have been helpful to know before the interview?

- None
- What do you expect
- Would I get weekends off
- What kind of person is doing the interview
- No answer (4)
- Some of the Questions
- Don't sit down until told
- How to ace and what the way they wants (sic)

How did you find out about the job(s) you have held?

- Newspaper (4)
- Walk-in (3)
- Friends (7)
- No answer (2)

What would have helped you find out about a variety of available jobs?

- None
- The employment office
- Job list
- Newspaper (2)
- Advertisement
- No answer (5)

Did you like the job(s) you have held?

- Some of them
- No
- Yes (8)
- In between yes and no

Why did you leave your previous job(s)?

- None
- Layoff
- School (2)
- Child care Problems
- To come back to Sanford
- No answer (1)
- Relocation
- The Boss
- No
- Didn't Like it - Not Enough Money
- Stopped Working

What assistance could you have used that would have helped you stay in the job?

- None (2)
- More money
- Opportunity assistance
- No answer (5)
- More training on the job
- Not being so sick
- Make sure you get a dependable baby sitter

What information would have been helpful in preparing for your new job(s)?

- School
- To know how they operate
- More information
- Experience and education
- That they might have a help child care source (sic)
- No answer (6)

How often do you read the newspaper?

- Daily (5)
- 1-3 times a week (6)

What is the last book you read?

- Outdoor Life
- Home Health
- What I Hate About Seventh Grade
- Macolm (sic) X
- The World is Full of Marred (sic) Men
- The Bible
- Five
- Monday

APPENDIX F

PRE-EMPLOYMENT CLASS

LESSON PLANS

Originally developed with funds provided by
The National Institute for Literacy
as part of the
Seminole Community College
Basic Skills and Job Retention Project

An Equal Access/Equal Opportunity Community College

CLASS #1 INTRODUCTION/OVERVIEW OF CLASS

Class Objectives:

- Introduce students to each other and the instructor.
- Assure students that class will provide them with information that is applicable/valuable in their daily lives.
- Give students a sense of schedule and structure - reinforce the concept of actions and their consequences.
- Stress the importance of reading.

Methods:

- Instructor introduces discussion about current job market, explains that class is intended to teach students skills which will facilitate finding and retaining employment.
- Instructor conducts ice breaker designed to make students feel comfortable with each other and instructor.
  Ice breaker: Students use index cards to write down something personal they are willing to share. Each student takes a card and attempts to locate its writer. Students then read the writer's personal information and introduces him/her to the class.
- Handbooks to be used in conjunction with the Pre-Employment Class are distributed and students are given a brief overview of their contents.
- Class syllabus and check-list (contained within the class manual) are explained.

Literacy Skills Employed:

- Using a Table of Contents
- Describing a personal experience

New Vocabulary Introduced:

- Anecdote
- Consequence
- Resume
- Syllabus

CLASS #2 - COPS II INTEREST INVENTORY EXPLAINED

Class Objectives:

(All students take COPS II Interest Inventory prior to this class.)

- Introduce students to the concept of setting goals.
- Help students see the correlation between their current interests and future job and career possibilities.
- Reinforce students' understanding of the need for training and education to achieve career goals.

Methods:

- Dr. David Glaize, Testing and Assessment Counselor for Seminole Community College, explains how successful life and career decisions are made by establishing and reaching goals. Through anecdotal examples, Dr. Glaize illustrates the need for goals and differentiates between long-term, short-term and intermediate goals.
- Dr. Glaize explains COPS II, an interest inventory published by EdITS, as it relates to each student's career goals. He explains the occupational categories of the COPS II survey, and the kind of training and/or education necessary to perform various jobs within each category. *(COPS II arranges careers by nine categories)*

Literacy Skills Employed:

- Reading and interpreting written information

New Vocabulary Introduced:

- Communications
- Economics
- Intermediate
- Occupation
- Professional
- Technical

CLASS #3 - CAREER/PLACEMENT CENTER

Class Objectives:

- Introduce students to the career/placement center at the college.
- Teach students how to use the resources of the Career Placement Center to learn about specific careers.
- Determine what skills, education and/or training, duties, earning potential and employment outlook applies to particular occupations.

Methods:

- Students meet at the college's Career and Placement Center and are given a "tour" by the center's Para Professional. She explains the services available (resume preparation, college catalogue and career resource library, job listings, career exploration computer programs).
- Using their COPS II inventories, students use placement center reference material to research careers that interest them.
- Instructor assists students who need help using an index, finding information pertinent to their career interests.

Literacy Skills Employed:

- Research skills
- Using a table of contents and index .

New Vocabulary Introduced:

- Bachelor degree
- Index
- Required
- Potential
- Qualifications

CLASS # 4 - GOAL SETTING

Class Objectives:

- Reinforce student's understanding of the importance of setting goals.
- Improve the student's understanding of what constitutes a specific, realistic goal.
- Encourage goal setting by establishing a goal students can attain within the four-week class period.
- Help students learn to differentiate between long term and short term goals.

Methods:

- Students are given examples of goals which are not realistic or specific. Using the class handbook, instructor walks students through the steps of establishing and reaching a realistic goal. *(Example -Earning a GED diploma.)*
- Students complete the goal setting work sheet in their class manual. The work sheet calls for students to determine the steps required to reach an established goal within the four week class period.

Literacy Skills Employed:

- Critical thinking
- Reading comprehension and writing

New Vocabulary Introduced:

- Aptitude
- Attainable
- Trait
- Realistic
- Specific

CLASS #5 - RESUME AND REFERENCES

Class Objectives:

- Increase students' understanding of the functions of a resume.
- Illustrate how a resume is organized and what information needs to be included.
- Explain the importance of supplying potential employers with names and telephone numbers of references who are able to attest to students' work and personal habits.

Methods:

- Students read the *Sample Resume* in their class manual.
  (Because of the limited work experience, skill and education level of this student population, a chronological, rather than functional, resume style is generally recommended.)
- Students complete the Resume work sheet in class manual, which details their work history, skills, training and educational background.
- Students are instructed to read the *Sample References* in their manuals.
- Each student completes his/her own *Reference Work Sheet.*

Literacy Skills Employed:

- Reading comprehension
- Following directions
- Writing and assembling information.
  (Students later receive typed copies of their resume and list of references.)

New Vocabulary Introduced:

- Fluent
- Objective
- Reference
- Resume

CLASS # 6 - THE JOB SEARCH

Class Objectives:

- Introduce students to the various methods of seeking employment.
- Teach students how to read employment classified advertisements.
- Familiarize students with job information "hot lines," networking, job fairs, and other sources of job opportunities.
- Introduce students to the benefits of becoming involved as a volunteer for a charitable organization.

Methods:

- Instructor initiates class discussion on sources of job information.
- Instructor explains how to use the Classified index to find relevant job categories, and how to interpret employment advertisements. Students complete exercises in reading employment ads.
- After completing the exercise, students are directed to find a job for which they are qualified in the *Employment Section* of the local newspaper. *(Students will address their practice cover letter to these ads.)*
- Students complete *Networking Contact and Volunteer work sheets* in their manuals.

Literacy Skills Employed:

- Using an index
- Reading comprehension
- Critical thinking.

New Vocabulary Introduced:

- Agency
- Classified
- Communications
- Networking
- Prospective
- Technical

CLASS #7 - JOB SERVICE OF FLORIDA

Class Objectives:

- Familiarize students with Job Service of Florida.
- Encourage students to use Job Service during their job search.
- Preview "do's" and "don'ts" of conducting a job search.

Methods:

- Guest speaker, Mr. Calvin Donaldson, Marketing Representative for Job Service of Florida, visits class and explains the various services offered by the Job Service and how students can most efficiently use their time.
- Mr. Donaldson encourages students to use a prepared resume, cautions them against appearing with friends or family members or dressing inappropriately.

or

- If class size allows, instructor escorts students to Job Service offices.
- Job Service staff member conducts a tour of the office, demonstrates job search procedures.

Literacy Skills Employed:

- Reading/interpreting computer generated information.
- Listening skills/note-taking.

New Vocabulary Introduced:

- Application
- Educational
- Required
- Verification

CLASS # 8 - APPLYING FOR A JOB

Class Objectives:

- Insure that students are able to properly complete a job application.
- Familiarize students with the purpose and conventions of a typical cover letter.
- Students write a cover letter to apply for a job.

Methods:

- Review/explain *Sample Job Application* in student manual.
- Students complete the *Job Application work sheet* in class manual.
- Review/explain *Sample Cover Letter* in class manual.
- Students write a practice cover letter, using the *Cover Letter work sheet* in class manual.
  (*Students address cover letter to employment advertisement chosen in Class #6.)*

Literacy Skills Employed:

- Composition, editing

New Vocabulary Introduced:

- Affirmative
- Equivalent
- Motivated
- Subsidiaries

CLASS #9 - Interview Skills

Class Objectives:

- Familiarize students with the job interviewing process.
- Help students learn how to adequately respond to interviewer's questions
- Teach students to prepare questions for interviews.
- Teach students appropriate dress and behavior for interviewing.

Methods:

- Instructor initiates discussion of students' concerns with interviewing for jobs.
- Instructor reviews what students may expect during a job interview.
- Using the vocabulary list of Key words in class manual, students select three adjectives that best describe their personalities and use these to prepare possible responses to interviewer's questions.
- Instructor reviews questions an applicant might typically ask of an interviewer.
- Instructor reviews importance of appropriate grooming and attire for interviewing.

Literacy Skills Employed:

- Preparing and articulating appropriate responses to questions.

New Vocabulary Introduced:

- Key Words listed on page 31 of class manual

CLASS # 10 - VIDEO TAPED MOCK INTERVIEWS

Class Objectives:

- Provide students with an opportunity to practice their interviewing skills.
- Allow students to observe the interview process.

Methods:

- Students are instructed to come to class as they would prepare for an actual job interview. They are to dress appropriately and have copies of their resumes and references.
- Instructor conducts a realistic job interview with each student. Interviews are video taped for later viewing. (Job listing selected by student from the classified ads is used to guide the interview.)

Literacy Skills Employed:

- Using an evaluation form.

New Vocabulary Introduced:

- Appearance
- Critique
- Evaluation

CLASS # 11 - CRITIQUE OF VIDEO TAPED INTERVIEWS

Class Objectives:

- Allow students to review and evaluate their own and classmates' interviews and determine how interviews might be improved.
- Encourage students to feel confident about their interviewing skills.

Methods:

- Students are given the option of having their interview critiqued privately (by instructor) or by entire class.
- Instructor points out specific positive elements of each interview.
- As each interview is analyzed, instructor encourages students to offer suggestions for improvements to classmates.
- Instructor offers suggestions for improvement not addressed by class.

Class # 12 - INTERVIEW SKILLS REVIEW

Class Objectives:

- Clarify any remaining questions or uncertainties about the interviewing process.
- Teach students how to properly follow-up a job interview by writing a thank you letter.

Methods:

- Students are given the opportunity to ask questions regarding the interview process.
- Instructor reviews the fundamentals of applying for and interviewing for jobs.
- Students review Sample Thank you letter in class manual.
- Using work sheet in class manual, instructor assists students in writing a follow-up thank you letter to the employer.

Literacy Skills Employed:

- Writing/composing a thank letter.

New Vocabulary Introduced:

- Appreciate
- Anxious

CLASS # 13 - WORK ETHICS

Class Objectives:

- Teach students the importance of dependability, responsibility, using good judgment as a new employee.
- Encourage students to see the employer's point of view regarding these issues

Methods:

- Ms. Elnora Gilchrist, Coordinator of the Migrant Program, conducts a role-playing session with students.
- Students are given theoretical workplace scenarios and asked to respond appropriately.
- After each vignette, Ms. Gilchrist invites students to critique responses.
- Ms. Gilchrist clarifies employer's position on issues such as absenteeism, tardiness, and good communications.

Literacy Skills Employed:

- Reading aloud

New Vocabulary Introduced:

- Disposition
- Ethics
- Principles
- Values

CLASS #14 - SUPPORT SYSTEMS

Class Objectives:

- Insure that students are aware of support available through the Migrant Office and Basic Skills staff.
- Teach students to assemble a personal support system to assist them in their job search and facilitate job retention.

Methods:

- Instructor reviews support systems outlined in class manual. *Migrant Office staff is available to assist students with day care, transportation, and housing concerns. Basic Skills staff is available to assist students with job search and interviews and to provide workplace literacy and basic skills tutoring once students are employed.*

- Following a discussion of the importance of having contingency plans in place, students are instructed to complete the Personal Support System work sheet in their class manuals. Worksheet encourages students to address issues of child care and transportation in advance of seeking employment.

Literacy Skills Employed:

- Expresing thoughts in writing.

New Vocabulary Introduced:

- Contingency

CLASS #15 - CAREER PLACEMENT CENTER

Class Objectives:

- Increase students' confidence and understanding of using the Career Placement Center Jobs Available service.
- Assist students in finding suitable job openings for which they may apply.
- Encourage students to use the Career Placement Center on a regular basis.

Methods:

- Students meet at the Career Placement Center. Instructor/center paraprofessional explains the procedure for using Jobs Available listings.
- Students are encouraged to find a job listing for which they are qualified and to follow up by making an an appointment for an interview.
- Students are encouraged to visit the Career Placement Center regularly as they embark, in earnest, on their job search.

Literacy Skills Employed:

- Reading and interpreting job vacancy information.

CLASS #16 - EVALUATION & AWARDS

Class Objectives:

- To illustrate the rewards of effort and attendance.
- To encourage students to take full advantage of the Basic Skills staff for continued assistance in their job search, and for workplace tutoring when they begin their employment.

Methods:

- Students are presented with Certificates of Completion or Certificates of Excellence, depending upon their attendance, class participation and completion of assignments.
- Obtain students' assessments and evaluations of class.

Literacy Skills Employed:

- Reading and evaluating.

APPENDIX G

Certificate of Completion

Seminole Community College
Adult Education

recognizes that

has completed

Pre-Employment Training

Director, Adult Education

Coordinator, ABE

Certificate of Excellence

Seminole Community College
Adult Education

recognizes

for outstanding effort in

Pre-Employment Training

_____ _____

Director, Adult Education *Coordinator, ABE*

APPENDIX H

PRE-EMPLOYMENT CLASS ASSESSMENT SUMMARY

		Pre-Class	Post Class
1. I am currently working.	Full-Time	8%	--
	Not at all	92%	80%
	No Answer	--	20%
2. In the last month I have filled out _____ job applications.	0 - 2	54%	80%
	3 - 4	15%	--
	5 or more	31%	20%
3. I am knowledgeable about setting definite goals for myself.	Very knowledgeable	46%	80%
	Somewhat knowledgeable	54%	20%
4. When I fill out a job application I understand all the questions.	Always	38%	40%
	Usually	23%	20%
	Sometimes	31%	40%
	Never	8%	--
5. I know the kind of questions I will be asked in an interview.	Always	--	40%
	Usually	46%	40%
	Sometimes	38%	20%
	Never	15%	--
6. I know how to answer those questions to make a good impression.	Always	15%	40%
	Usually	46%	--
	Sometimes	31%	60%
	Never	8%	--
7. I know the types of questions I should ask during an interview.	Always	8%	20%
	Usually	31%	60%
	Sometimes	54%	20%
	Never	8%	--
8. I understand how to fill out all the paperwork when I start a new job. (W-4 form, insurance forms, etc.)	Always	31%	40%
	Usually	38%	--
	Sometimes	23%	40%
	Never	8%	20%

Pre-Employment Class Assessment Summary - Page Two

		Pre-Class	Post Class
9. When looking for a job, how likely are you to use:			
Classified Ads	Very Likely	46%	40%
	Somewhat Likely	38%	60%
	Not Likely At All	8%	–
	No Answer	8%	–
The SCC Career Placement Center	Very Likely	–	60%
	Somewhat Likely	62%	40%
	Not Likely At All	38%	–
Job Service of Florida	Very Likely	38%	40%
	Somewhat Likely	38%	20%
	Not Likely At All	23%	40%
Networking	Very Likely	8%	20%
	Somewhat Likely	15%	40%
	Not Likely At All	69%	40%
	No Answer	8%	–
10. What I like about working is:			
The Money	Agree	77%	80%
	Somewhat Agree	23%	20%
	Disagree	–	–
The benefits/vacations/holidays	Agree	62%	80%
	Somewhat Agree	38%	–
	Disagree	–	20%
Learning new things	Agree	77%	100%
	Somewhat Agree	23%	–
	Disagree	–	–
Feeling a sense of accomplishment	Agree	84%	80%
	Somewhat Agree	8%	20%
	Disagree	–	–
	No Answer	8%	–

		Pre-Class	Post Class
11. You are scheduled to start work at 8:30 AM. Bus #1 leaves at 7:00AM and gets to work place at 7:30AM. Bus #2 leaves at 8:05AM and gets to work place at 8:35AM. Which bus do you take?	Bus #1	92%	100%
	Bus #2	8%	--
12. You have been offered two jobs. **Job A** is interesting, pays well, offers good benefits and advancement potential. However, the manager has warned you that the work is hard. You will need to transfer buses twice to get there. **Job B** is within walking distance. The manager says your shift is not busy, and the work is not hard. The pay is minimum wage, the hours are part-time, and there are no benefits or advancement potential. Which job do you take?	Job A	92%	100%
	Job B	8%	--
13. Your first-grader is sick with a cold and you are scheduled to work. What do you do?	Stay home from work	23%	20%
	Send Child to School	--	--
	Have someone stay with child	77%	80%
14. Jane has an interview with ABC Industries for an Assembler position. What should she wear to the interview?	Dress for church	38%	40%
	Jeans & Tee shirt	62%	60%
	Velvet party dress	--	--
15. Joe's goal is to become a dentist. To reach this goal, he must have a high school diploma or GED, complete four years of college and three years of Dental school, serve an internship, and take state exams. Joe is now studying for his GED. He is a very poor reader and can hardly understand his Pre-GED workbooks. What is the first thing Joe should do?	Rethink his goal	62%	80%
	Apply to colleges	38%	20%
	Apply to dental school	--	--
16. Mary has been working at Burger World for three months. Today, her boss asked her to clean the grill at the end of her shift. Mary hates to clean the grill. She thinks she does this job more than other employees. What should Mary do?	Clean the grill	77%	60%
	Complain to her boss	31%*	40%
	Get a co-worker to clean grill	--	--

* (One student marked two answers)

APPENDIX I

PRE-EMPLOYMENT TRAINING CLASS
STUDENT EVALUATION
SUMMARY

	Strongly Agree	Usually Agree	Disagree	Strongly Disagree
1. The classes were interesting and held my attention.	89%	11%	--	--
2. The Pre-employment booklet is helpful.	78%	22%	--	--
3. What I learned in class will help me when I apply for, interview for, and get a job.	78%	22%	--	--
4. I was able to ask questions during and/or after class.	56%	44%	--	--
5. Questions were answered to my satisfaction.	78%	22%	--	--
6. The instructors were prepared for each class.	78%	22%	--	--
7. The instructors were available to help when needed.	89%	11%	--	--
8. The instructors genuinely seemed to care.	78%	22%	--	--
9. The instructors presented material clearly and completely.	78%	22%	--	--

	Strongly Agree	Usually Agree	Disagree	Strongly Disagree	No Answer
10. The guest speakers were knowledgeable and explained their service/subject well.					
- - David Glaize, Testing & Assessment	67%	11%	--	--	22%
- - Nancy Sautter, Career Placement Center	56%	11%	--	--	33%
- - Calvin Donaldson, Job Service of Florida	56%	22%	--	--	22%
- - Elnora Gilchrist, Migrant Education Program	33%	22%	--	--	44%

11. What did you like most about the class?

-- *I liked when we played the O-N game, and when we did the videos. It was fun watching the tape.*
-- *Interview*
-- *Being able to learn more about being on an interview*
-- *Learning about different jobs*
-- *It was very helpful to us and it gave us some ideas what to expect outside of class*
-- *I liked my instructors and the class.. I learned a lot from them.*
-- *Thangs [sic] about how to go about getting a job*

12. What did you like least about the class?

-- *To [sic] long sometimes*
-- *Video taping*
-- *Nothing least about the class*

COMMENTS:

-- *I really like the class very good come back.*
-- *I think you did a very good job and I know it will help me in the future.*
-- *The class was interesting and educational*
-- *I really enjoyed the class. Wish it could have been a little [longer]. It really does prepare you.*
-- *I would like to thank both teachers for being helpful and taking their time to help me prepare for and hopefully get a job.*

APPENDIX J

Key Support Evaluation Form

(To be Completed by a Member of the Support System)

Your title:

_____ Migrant Specialist
_____ Tutor
_____ Lead Instructor(s)
_____ Business owner/manager

Present status of migrant client seeking assistance:

_____ Newly Employed
_____ Unemployed, Actively Seeking Employment
_____ Unemployed, Not Yet Actively Seeking Employment

What is the nature of assistance sought by migrant client:

_____ Workplace Literacy/Basic Skills
_____ Housing
_____ Transportation
_____ Child Care
_____ Employment Related Assistance
(Resume, Interview preparation, etc.)
_____ Other (specify) _____
_____

Were you able to assist the migrant client? Yes _____ No _____ If yes, briefly describe:

_____
_____
_____
_____
_____

If *no*, are there any materials, preparations or other resources which would have been helpful?

_____
_____
_____
_____

Key Support Evaluation Form

(To be completed by the Migrant Client)

What is your current status?

_____ Unemployed, Not Actively Seeking Employment
_____ Unemployed, Actively Seeking Employment
_____ Newly Employed

From whom did you seek assistance?

_____ Tutor
_____ Migrant Specialist
_____ Lead Instructor(s)
_____ Employer

What was the nature of the assistance sought?

_____ Workplace Tutoring
_____ Housing
_____ Transportation
_____ Child Care
_____ Employment Related Assistance
(Resume, Interview Preparation, etc)
_____ Other (specify) _____
_____

Briefly describe how the situation was resolved:

_____
_____
_____

Were you satisfied with the assistance you received? Yes _____ No _____

If *no*, what might have made the experience more satisfactory?

_____
_____
_____

Tutoring Record

Date	Comments

APPENDIX K

Migrant Client Employment Status & Workplace Information

Name: _____ Phone: _____

Address: _____

_____

Interviews

Date	Company	Position	Results
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

EMPLOYMENT

Company: _____ Phone: (____) _____

Address: _____

_____ Date Hired: _____

Position: _____

Supervisor/
Contact: _____

Tutor: _____ Date Assigned: _____

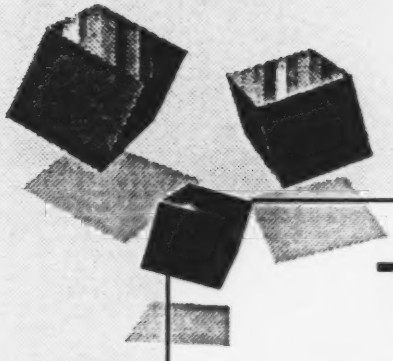
Basic Skills Needed: _____

_____

_____

_____

_____



Think 'N Play Day Care Center

Lesson Plans

WORKPLACE LESSONS

Think 'N Play, Inc.
Child Care

COMPETENCY: Writing accident or incident reports; communicating with parents both verbally and in writing

BASIC SKILLS: Writing: Spelling, Sentence Structure

TERMINOLOGY: (See attached word lists)

SET THE STAGE

Identify the purpose for the next three to four weeks' lessons.

Stress the importance of accurate, grammatically correct, well worded communication.

Discuss how communication sent by the day care center can make a parent feel either comfortable or uneasy about having his/her child stay all day in your care.

PROVIDE INSTRUCTION (see attached lesson plans)

CLOSURE Discuss student's perception about the activity

Student:

PARTS OF THE BODY

Following is a list of body parts. To make most of these words plural, add "s." Words whose plurals are irregular are listed.

ankle
arm
back
body - bodies
bone
cheek
chest
chin
collar bone - collar bones
ear
elbow
eye
face
finger
fist
foot - feet
forehead
groin
gum
hair
hand
head
heel
hip
jaw
knee
knuckle
leg
lip
mouth
nail
neck
nose
shoulder
scalp
stomach
thigh
thumb
toe
tongue
tooth -teeth
waist
wrist

DESCRIPTIVE WORDS

When writing accident reports or notes to parents, write your thoughts on scratch paper. Proofread, then have someone else proofread. Rewrite as the final copy.

abrasion
acknowledge - acknowledging
active
afternoon
appreciate
ask - asked
bite - biting - bitten
concern
cooperate - cooperating
crayons
degree
disruptive
fever
happy
ice pack
improve - improving
increase - increasing
insect bite
interested
minor
morning
nothing
participate - participating
play - played - playing
pressure
puncture wound
realize - realizing
recognize - recognizing
refuse - refusing
request
respond
serious
sick
sincerely
sting - stinger - stung
supply - supplies
swell - swollen
temperature
understand - misunderstand
vomited

Suggested lessons:

Every Session:

Give student a scenario of an event that might have happen that day at the Think and Play. Discuss how the event could be written or reported to parents.

Have student write:

1. Sample notes to parents
2. Sample accident/incident reports

Have student explain an event, accident, or incident that **did** happen that day (or recently) at Think and Play. Discuss how the event could be written or reported to parents.

Have student write:

1. Sample notes to parents
2. Sample accident/incident reports

Have student correct an accident or incident report or a note to parents.

Spend Two Sessions:

Review spelling list of body parts. Be sure student uses the correct name for each body part rather than slang terms. Emphasize how the plurals of some words are formed (irregular spelling rather than adding "s").

Have student:

1. Orally state a sentence using a specific body part that is injured.
2. Write a sentence using a specific body part that is injured.

Spend Two Session:

Review list of "Descriptive Words." Discuss any word(s) that may not be familiar to the student. Add any additional words that might be used on a regular basis to the list. Present a scenario.

Have student:

1. Orally make a sentence using the unfamiliar word(s) to describe an incident or accident that may have happened recently at Think and Play.
2. Write a sentence using the unfamiliar word(s) to describe an incident or accident tat may have happened recently at Think and Play.
3. Complete an Accident or Incident Report or write a note to parents using the word(s) that were discussed.

Spend Two Sessions:

Present a scenario of an accident or incident to your student.

Have student play the role of the parent:

1. Role play a conversation between the day care worker (you) and the parent of a child (your student) in her care. Assist student with correct grammar and appropriate words.

Have student play the role of the day care worker:

1. Role play a conversation between the day care worker (your student) and the parent of a child (you) in her care. Assist student with correct grammar and appropriate words.

Scenario #1

This morning, three year old Joey Anderson was building a Lego house. Amanda Payson, another three year old, knocked the house down. Joey became very upset and bit Amanda on the arm.

1) Write a note to Joey's parents.

2) Write a note to Amanda's parents.

3) Fill out an accident report.

Scenario #2

Sally Jones, a six year old, tripped on the concrete patio outside the day care center and cut her right knee. It was not a deep cut, but it did bleed quite a bit. Which of the following notes should be sent home to Sally's parents?

Which of the attached accident reports is most appropriate?

NOTE A

Dear Mr. & Mrs. Williams,

Sally tripped on the patio this morning and scraped the skin just above her right kneecap. We cleaned and sprayed the area with antiseptic, and bandaged the cut. I think the amount of blood frightened Sally at first, but as soon as we cleaned the wound, she was fine.

Jane Doe

NOTE B

Dear Mr. & Mrs. Williams,

Sally felled and cut up her leg. We washed her down and put a band ade on. She ok now.

Jane

Scenario #3

Jason Ames comes to the Day Care center after school everyday. Although he has milk and cookies everyday as an afternoon snack, he could not keep them down today. When his temperature was taken it registered 101 degrees. He was cleaned up and sent to rest until his parents arrived to pick him up.

Communicate Jason's condition and the actions taken by Day Care workers to parents.

Scenario #4

Joanne Mays, 3 years old, has only been coming to the center for a few weeks. She seems to have adjusted pretty well so far. Today, however, Joanne had two bathroom accidents. She wet through her underwear and shorts. After she was changed into dry clothes, Joanne was asked if there was anything bothering her. She said she was fine, she just didn't make it to the bathroom in time.

Communicate the days events to Joanne's parents.

Scenario #5

Carol Lynne Shaw is 7 years old. She has been coming to the Day Care Center after school everyday for the past year. She has been generally well behaved and helpful. Today, however, Carol came in from school, threw her backpack across the room, and sat in a corner and sulked. When asked about her behavior, Carol refused to talk about what was bothering her. Her mother will be arriving to pick her up shortly.

What will you say to Carol's mother?